

LC6301

,U5L2

B

1889

Hollinger Corp.
pH 8.5

LC 6301

U5 L2

Copy 1



University and School Extension.

PSYCHOLOGY (COURSE B).

1889.

GEORGE T. LADD,

Yale University.

Press of J. J. Little & Co.
Astor Place, New York.

h C 6301
u5L2

COPYRIGHT,
1889,
BY GEORGE T. LADD.
[*All rights reserved.*]

COURSE II. PHYSIOLOGICAL PSYCHOLOGY.*

PART FIRST.

THE NERVOUS SYSTEM AS A MECHANISM.

1. The Structure of the Nervous System.

[Study the text-book, Part First, Chap. I., §§ 17-30 ; Chap. II., and Chap. V., and supplement by reading the corresponding parts of Huxley's "Lessons in Elementary Physiology," or some larger work on the same subject. Since it is difficult, if not impossible, to form a clear mental picture of so complicated a construction as is the human brain, with its irregular extension in three dimensions, by use of plates merely, one or more models or casts should be procured, and carefully consulted by the class (Bock—Steger's Modell, Gehirn E, will be found particularly useful). It would also be of service if some member of the class could be found who would undertake to exhibit some of the simpler dissections of the brain of one or more of the lower animals.]

2. The Functions of the Nervous System. (a) General functions of all nerve-matter.

[Text-book, Part First, Chap. I., §§ 31-36 ; and consult, if possible, the sections on the properties of the contractile and nervous tissues in Foster's Physiology.]

(b) Special functions of the nerves.

[Text-book, Chap. III.]

(c) Special functions of the central organs.

[Text-book, Chap. IV.]

* This course is designed for pupils somewhat advanced, especially for those who already have some acquaintance with human anatomy and physiology (and other allied physical and natural sciences), and who desire a knowledge of the mind from the experimental and physiological points of view. It should be studied topically, but with a constant dependence on the *text-book* (Ladd's "Elements of Physiological Psychology." Charles Scribner's Sons, New York, 1887.)

PART SECOND.

RELATIONS OF THE NERVOUS SYSTEM AND THE MIND.

1. Between particular Areas of the Brain and particular classes of Mental Phenomena.

[The "Localization of Cerebral Function": On this subject, see Text-book, Part Second, Chaps. I. and II., and consult such articles in medical journals as may be accessible.]

2. Between the Kinds and Amounts of Stimuli and the Quality and Quantity of Sensations.

[Text-book, Part Second, Chaps. III.-V.]

3. Between Feelings and the Bodily Movements.

[Here review what has been learned concerning the sensory-motor apparatus and its working without intervention from facts of consciousness; then study Text-book, Part Second, Chap. IX.]

4. Between Memory and Volition and their Physical Basis.

[Text-book, Part Second, Chap. X.: Consult also, if possible, but with *great caution* as to accepting conclusions, Luy's "The Brain and its Functions," Book II., and Ribot, "Diseases of Memory," Chap. I.]

5. Between the General Character of the Mind and the Constitution of the Body.

[Text-book, Part Second, Chap. XI.]

PART THIRD.

THE DEVELOPMENT OF THE MIND.

1. The Construction and Growth of Perceptions.

[Text-book, Part Second, Chaps. VI. and VII.: Bear in mind that, although physiological psychology considers the mental activities in the perception of things only as dependent upon the activities of the nervous system, the products—the perceptions themselves—cannot be understood without a thorough study of them from the more purely psychological point of view. It will be well, then, to read the chapter on Perception (Chap. VI.) in Sully's "Outlines of Psychology."]

2. Unfolding of the Mental Powers in Time.

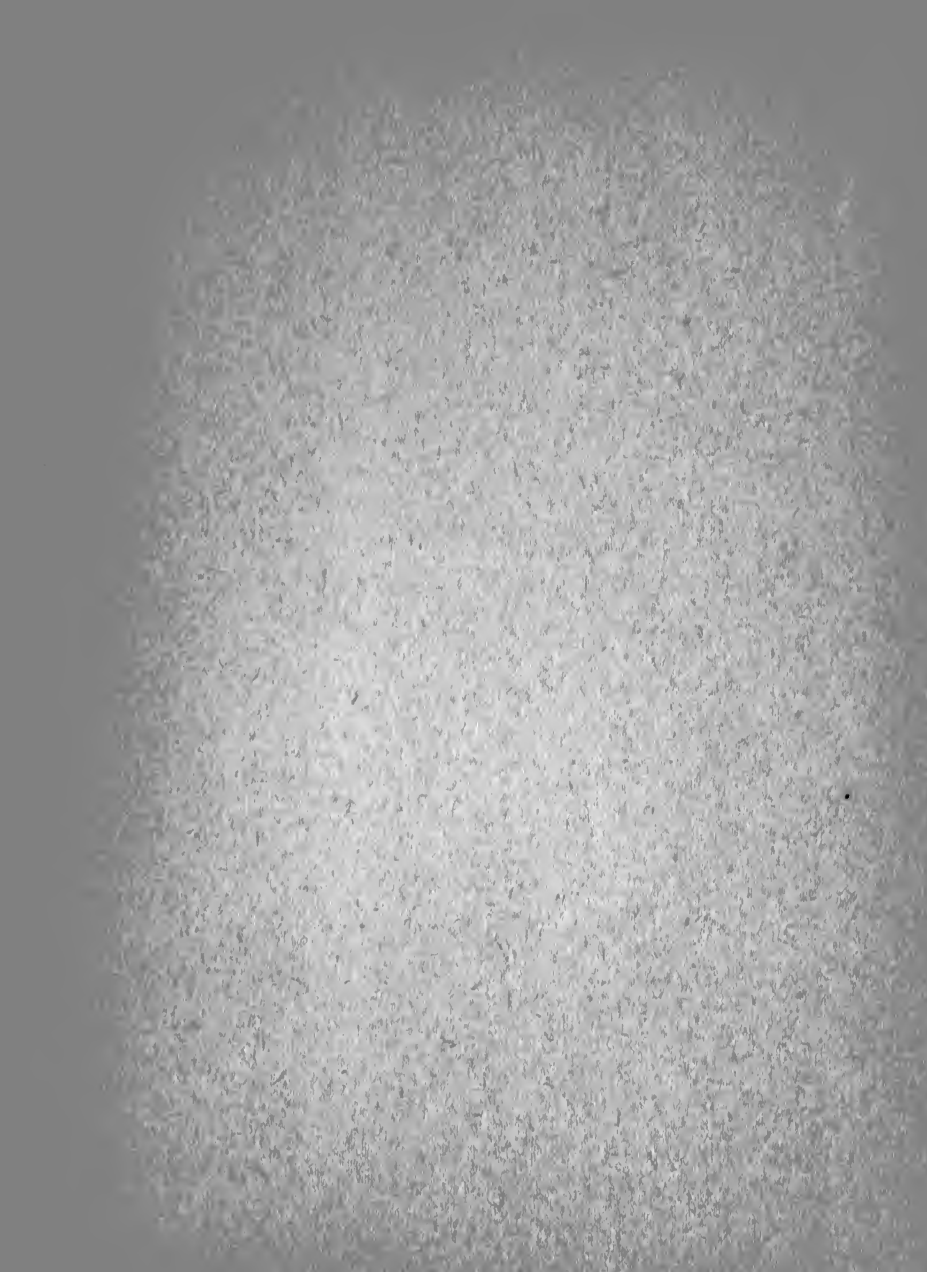
[Text-book, Part Second, Chap. VIII., and Chap. XI., §§ 3-9; and Part Third, Chap. II.]

PART FOURTH.

THEORY OF THE NATURE OF MIND.

[Compare the views of the Text-book, Part Third, Chapters I., III., and IV., with those of Bain, "Mind and Body," pp. 1-138.]





LIBRARY OF CONGRESS



0 029 944 918 A ●

LIBRARY OF CONGRESS



0 029 944 918 A